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ABSTRACT

The Carl D. Perkins Vocational Education Act reaffirms, expands, and strengthens the Federal commitment to quality vocational programs. As stated in the Act, vocational education programs are best administered by states and their communities; the Federal Government is a junior partner with a catalytic role. The law has two major purposes--to improve the quality of vocational education programs and to make vocational education programs accessible to all people. Five titles cover assistance to the states, basic grants, special programs, national programs, and definitions. The State Board of Vocational Education is the sole state agency responsible for administration and distribution of Federal funds. The State Council on Vocational Education advises the State Board on the State Plan and reports to the governor, business community, and general public. The apprenticeship provisions of the Act offer some important linkage opportunities with the home building industry. This legislation supports an even stronger alliance among vocational education, apprenticeship, and private industry. Specific key citations in the Act that offer meaningful opportunities for the home building industry include those on institutional and worksite programs, building more effective linkages between education and private sector employers, and related instruction for apprentices. (YLB)

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PUBLIC SECTOR OPPORTUNITIES AND LINKAGES

WITH VOCATIONAL EDUCATION

PRESENTED TO

APPRENTICESHIP AND TRAINING COMMITTEE

NATIONAL ASSOCIATION OF HOME BUILDERS

BY

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HOUSTON, TEXAS
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PHILIP POLIVCHAK, MEMBERS OF THE APPRENTICESHIP TRAINING COMMITTEE, MEMBERS AND FRIENDS OF THE NATIONAL ASSOCIATION OF HOME BUILDERS, AND JOAN KENNEY FROM THE NATIONAL ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, I AM PLEASED TO HAVE THIS OPPORTUNITY TO PARTICIPATE IN YOUR 41ST ANNUAL CONVENTION.

LET ME BRING YOU UP TO DATE ON THE STATE-OF-THE-ART OF VOCATIONAL EDUCATION. THERE ARE OVER 17 MILLION STUDENTS AND OVER 400 JOB TITLES FOR WHICH THEY ARE PREPARED. SPECIFIC ENROLLMENTS IN THE FOLLOWING HOME BUILDING RELATED TRADE AREAS ARE:

CARPENTRY	105,000
ELECTRICIAN	29,000
MASONRY	28,000
PLUMBING	17,000
OTHER CONSTRUCTION	70,000
WITH A TOTAL OF	250,000

OTHER PROGRAM AREAS INCLUDE

SHEET METAL	12,000
WELDING/CUTTING	124,000
AIR CONDITIONING	89,000.

ABOUT $9 BILLION OF STATE, LOCAL, AND FEDERAL FUNDS IS SPENT ANNUALLY ON VOCATIONAL EDUCATION. THE CARL D. PERKINS VOCATIONAL EDUCATION ACT AUTHORIZES $950 MILLION A YEAR. CONTRAST THIS TO THE $7 MILLION THAT WAS AUTHORIZED BY THE SMITH HUGHES ACT IN 1917. AN EMPHASIS ON VOCATIONAL EDUCATION AND A STRONG ECONOMY BODE WELL FOR OUR FUTURE.

TODAY, I WILL FOCUS ON THE CARL D. PERKINS VOCATIONAL EDUCATION ACT. I CONSIDER IT A PLEASURE AND AN HONOR TO SHARE WITH THIS COMMITTEE, ONE OF THE LARGEST EDUCATIONAL COMMITTEES OF YOUR ASSOCIATION, A BRIEF OVERVIEW OF THE ACT AND SOME INHERENT OPPORTUNITIES AND LINKAGES THAT EXIST IN THE APPRENTICESHIP PROVISIONS OF "PUBLIC LAW 98-524", A DOCUMENT WHICH IS 56 SINGLE-SPACED PAGES. THE DRAFT REGULATIONS ARE IN PRINT AND WE ARE AT THE BEGINNING OF THE 60-DAY COMMENT PERIOD.

AS MANY OF YOU KNOW, THE ACT IS A VERY EXTENSIVE AND COMPLEX PIECE OF LEGISLATION. THEREFORE, I WILL BE AS BRIEF AS POSSIBLE AND COVER ONLY THE HIGHLIGHTS.

FIRST, HOWEVER, I WOULD LIKE TO COMMEND THE NATIONAL ASSOCIATION OF HOME BUILDERS FOR ITS SUPPORT OF THE VOCATIONAL EDUCATION REAUTHORIZATION. APPROXIMATELY THREE (3) YEARS AGO, THE LEADERSHIP OF THIS COMMITTEE AND THE NAHB INSTITUTE STAFF PASSED A RESOLUTION TO SUPPORT THIS FEDERAL VOCATIONAL EDUCATION REAUTHORIZATION, FOR A CONTINUATION (SINCE 1917) OF THE FEDERAL ROLE.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT REAFFIRMS, EXPANDS, AND STRENGTHENS THE FEDERAL COMMITMENT TO QUALITY VOCATIONAL PROGRAMS DESIGNED TO MEET THE NEEDS OF OUR SKILLED WORK FORCE; ENSURE EQUAL ACCESS TO VOCATIONAL EDUCATION PROGRAMS FOR SPECIAL POPULATIONS; PROMOTE COOPERATION BETWEEN PUBLIC AGENCIES AND THE PRIVATE SECTOR; IMPROVE THE ACADEMIC FOUNDATIONS OF VOCATIONAL STUDENTS; TRAIN AND RETRAIN WORKERS IN NEW SKILLS THAT ARE IN DEMAND; ASSIST ECONOMICALLY DEPRESSED AREAS; RAISE EMPLOYMENT COMPETENCIES; REDUCE SEX-ROLE STEREOTYPING IN EMPLOYMENT; IMPROVE CONSUMER AND HOMEMAKING EDUCATION; IMPROVE AND EXPAND APPRENTICESHIP TRAINING; AND AUTHORIZE NATIONAL PROGRAMS.

THE ACT RECOGNIZES VOCATIONAL EDUCATION AS ESSENTIAL TO THE FUTURE OF THE UNITED STATES. AS STATED IN THE ACT, VOCATIONAL EDUCATION PROGRAMS ARE BEST ADMINISTERED BY STATES AND THEIR COMMUNITIES. THE FEDERAL GOVERNMENT ONLY SERVES AS A JUNIOR PARTNER, WITH A CATALYTIC ROLE.

THE NEW ACT IS THE RESULT OF POWERFUL FORCES WORKING TO UPDATE THE DEFINITION OF THE FEDERAL ROLE IN VOCATIONAL EDUCATION. THE ADMINISTRATION, THE CONGRESS, INTERESTED ORGANIZATIONS AND OTHER REPRESENTATIVES OF THE PRIVATE SECTOR WERE INVOLVED IN ITS DEVELOPMENT.

THE HOUSE AND SENATE HELD HEARINGS IN 1982 AND 83. THE LATE REPRESENTATIVE CARL D. PERKINS INTRODUCED THE BILL WITH 29 CO-SPONSORS IN JANUARY OF 1984.

THE REAGAN ADMINISTRATION ALSO INTRODUCED A BILL IN 1983 AND 84.

ANOTHER ALTERNATIVE BILL WAS PROPOSED BY A COALITION OF THE AMERICAN VOCATIONAL ASSOCIATION, THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES AND THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION.

AFTER REVISION, THE FINAL HOUSE BILL WAS PASSED IN MARCH OF 1984, AND THE FINAL SENATE BILL PASSED IN AUGUST. THE CONFERENCE COMMITTEE OF THE TWO HOUSES FINISHED ITS WORK ON OCTOBER 1ST, CREATING THE CURRENT ACT. PRESIDENT REAGAN SIGNED IT INTO LAW OCTOBER 19, 1984. THE FINAL LAW CONTAINS MANY OF THE CONCERNS OF THE PRIVATE SECTOR COALITION.

THE LAW HAS TWO MAJOR EMPHASES:

- TO IMPROVE THE QUALITY OF VOCATIONAL EDUCATION PROGRAMS TO GIVE THE NATION'S WORKFORCE THE SKILLS NEEDED TO IMPROVE PRODUCTIVITY AND PROMOTE ECONOMIC GROWTH, AND

- TO MAKE VOCATIONAL EDUCATION PROGRAMS ACCESSIBLE TO ALL PEOPLE, INCLUDING THE DISADVANTAGED, HANDICAPPED, AND LIMITED ENGLISH PROFICIENT, ADULTS NEEDING TRAINING AND RETRAINING, SINGLE PARENTS OR HOMEMAKERS, THE INCARCERATED, AND TO HELP MEN AND WOMEN ENTER NONTRADITIONAL OCCUPATIONS.

BROADER PURPOSES OF THE ACT INCLUDE:

- PROMOTING COOPERATION BETWEEN PUBLIC AGENCIES AND THE PRIVATE SECTOR,

- IMPROVING ACADEMIC FOUNDATIONS OF VOCATIONAL EDUCATION STUDENTS,

- AIDING IN THE APPLICATION OF NEW TECHNOLOGIES (INCLUDING COMPUTERS) IN TERMS OF EMPLOYMENT OR OCCUPATIONAL GOALS,

- PROVIDING TRAINING AND RETRAINING IN NEW SKILLS FOR WHICH THERE IS A DEMAND IN THE STATE'S EMPLOYMENT MARKET, AND

- ASSISTING ECONOMICALLY DEPRESSED AREAS TO RAISE THE COMPETENCIES OF THEIR CITIZENS.

THE ACT ALSO HAS THE PURPOSE OF ASSISTING THE STATES IN USING SUPPORTIVE SERVICES, SPECIAL PROGRAMS, AND GUIDANCE AND COUNSELING TO BETTER SERVE THE NEEDS OF THE STUDENTS ENROLLED IN VOCATIONAL EDUCATION PROGRAMS. THE ACT SEEKS TO IMPROVE THE EFFECTIVENESS OF CONSUMER AND HOMEMAKING EDUCATION AND REDUCE THE EFFECTS OF SEX-ROLE STEREOTYPING IN OCCUPATIONS AND CAREER DEVELOPMENT.

THE ACT ALSO AUTHORIZES NATIONAL PROGRAMS THAT ARE DESIGNED TO STRENGTHEN VOCATIONAL EDUCATION RESEARCH.

THE ACT IS DIVIDED INTO FIVE TITLES:

TITLE I COVERS ASSISTANCE TO THE STATES AND INCLUDES PROVISIONS FOR STATE BOARDS OF VOCATIONAL EDUCATION, STATE COUNCILS ON VOCATIONAL EDUCATION, STATE PLANS, AND LOCAL APPLICATIONS.

TITLE II - BASIC GRANTS - FOCUSES ON VOCATIONAL EDUCATION OPPORTUNITIES AND PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION.

TITLE III - SPECIAL PROGRAMS - INCLUDES SUPPORT FOR PROGRAMS BY COMMUNITY BASED ORGANIZATIONS, CONSUMER AND HOMEMAKING EDUCATION, ADULT TRAINING, AND RETRAINING, CAREER GUIDANCE AND COUNSELING PROGRAMS, AND INDUSTRY EDUCATION PARTNERSHIPS.

TITLE IV - NATIONAL PROGRAMS - ADDRESSES THE AREAS OF RESEARCH, DEMONSTRATION PROGRAMS, VOCATIONAL EDUCATION AND OCCUPATIONAL INFORMATION DATA SYSTEMS, THE NATIONAL COUNCIL ON VOCATIONAL EDUCATION, AND BILINGUAL VOCATIONAL TRAINING.

TITLE V CONTAINS DEFINITIONS OF KEY WORDS IN THE ACT, ADMINISTRATIVE PROVISIONS, AND AUDITS. IN ADDITION, THIS TITLE CALLS FOR A NATIONAL SUMMIT CONFERENCE ON EDUCATION, WHICH WOULD BE BASED ON THE NEED FOR THE DEVELOPMENT OF A BETTER TRAINED AND EDUCATED WORKFORCE. VOCATIONAL EDUCATORS, AS WELL AS OTHER REPRESENTATIVES OF PUBLIC AND ELEMENTARY AND SECONDARY EDUCATION, WOULD BE NOMINATED TO PARTICIPATE.

THE CURRENT APPROPRIATION IS $836 MILLION (INCLUDING ADULT EDUCATION) THE TOTAL AMOUNT AUTHORIZED BY THE PERKINS ACT IS $950 MILLION. OF THAT, $835 MILLION HAS BEEN AUTHORIZED TO CARRY OUT THE PROVISIONS OF TITLES I, II, AND IV (OTHER THAN BILINGUAL EDUCATION) FOR FISCAL YEAR 1985. THIS IS IN CONTRAST TO $758 MILLION WHICH WAS ACTUALLY APPROPRIATED FOR FISCAL YEAR 1984. THE FOLLOWING AMOUNTS OF MONEY HAVE BEEN SPECIFICALLY AUTHORIZED IN THE LEGISLATION:

- $15 MILLION FOR ASSISTANCE FOR SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS,

- $52 MILLION TO CARRY OUT PROGRAMS RELATING TO CONSUMER AND HOMEMAKING EDUCATION,

- $55 MILLION TO CARRY OUT PROGRAMS RELATING TO ADULT TRAINING AND RETRAINING AND EMPLOYMENT DEVELOPMENT, 50% OF WHICH IS TO BE USED FOR SINGLE PARENTS,

- $1 MILLION FOR CAREER GUIDANCE AND COUNSELING,

- $20 MILLION TO CARRY OUT PROGRAMS RELATING TO INDUSTRY/EDUCATION PARTNERSHIPS FOR TRAINING IN HIGH TECHNOLOGY OCCUPATIONS,

- $8 MILLION FOR STATE COUNCILS ON VOCATIONAL EDUCATION, AND

- $3.7 MILLION FOR BILINGUAL VOCATIONAL TRAINING PROGRAMS.

I WOULD LIKE TO EMPHASIZE THAT THESE ARE <u>AUTHORIZATIONS</u> AND NOT <u>APPROPRIATIONS</u>.

EACH FISCAL YEAR THE STATE WILL ALLOCATE FEDERAL FUNDS AS FOLLOWS:

57% FOR VOCATIONAL EDUCATION OPPORTUNITIES OF WHICH

10% IS FOR THE HANDICAPPED

22% IS FOR THE DISADVANTAGED

12% IS FOR ADULT TRAINING

8.5% IS FOR SINGLE PARENTS AND HOMEMAKERS

3.5% IS FOR PROGRAMS TO ELIMINATE SEX BIAS AND

1.0% IS FOR THE INCARCERATED

45% IS TO BE USED FOR PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION, INCLUDING, BUT NOT LIMITED TO

HIGH TECHNOLOGY PROGRAMS INVOLVING INDUSTRY-EDUCATION PARTNERSHIPS

NEW VOCATIONAL EDUCATION PROGRAMS, ESPECIALLY IN ECONOMICALLY DEPRESSED AREAS

PROGRAMS TO TRAIN WORKERS SO THAT BUSINESS AND INDUSTRY WILL BE REVITALIZED AND TO PROMOTE THE ENTRY OF NEW ENTERPRISES IN A STATE OR COMMUNITY

PROGRAMS FOR OUT-OF-SCHOOL YOUTH AND ADULTS TO UPGRADE THEIR SKILLS

CAREER COUNSELING AND GUIDANCE ACTIVITIES

CURRICULUM DEVELOPMENT

THE ACQUISITION OF EQUIPMENT AND RENOVATION OF FACILITIES

ACTIVITIES OF VOCATIONAL STUDENT ORGANIZATIONS

PERSONNEL FOR SPECIFIED PROGRAMS

STIPENDS FOR STUDENTS WITH ECONOMIC NEED

PLACEMENT SERVICES

DAY CARE SERVICES

7% OF THE AMOUNT MAY BE USED FOR STATE ADMINISTRATION.

THE STATE BOARD OF VOCATIONAL EDUCATION IS THE SOLE STATE AGENCY RESPONSIBLE FOR THE ADMINISTRATION AND DISTRIBUTION OF FEDERAL FUNDS. THE STATE BOARD COORDINATES DEVELOPMENT OF THE STATE PLAN, EVALUATES PROGRAMS, CONSULTS WITH THE STATE COUNCIL ON VOCATIONAL EDUCATION, AND COORDINATES WITH THE STATE JOB TRAINING COORDINATING COUNCIL. THE STATE BOARD MUST ALSO MAKE A LISTING OF ALL PROGRAMS ASSISTED UNDER THIS ACT AVAILABLE TO EACH PRIVATE INDUSTRY COUNCIL ESTABLISHED UNDER THE JOB TRAINING PARTNERSHIP ACT.

ALONG WITH THE STATE COUNCIL, THE STATE BOARD MUST ESTABLISH TECHNICAL COMMITTEES TO ADVISE THE COUNCIL AND THE BOARD ON THE DEVELOPMENT OF CURRICULA TO ADDRESS STATE LABOR MARKET NEEDS. THE COMMITTEES WILL DEVELOP AN INVENTORY OF SKILLS NEEDED FOR ENTRY, RETENTION, AND ADVANCEMENT IN OCCUPATIONS ON WHICH TO BASE THE CURRICULA. THE MEMBERS OF THE COMMITTEES WILL REPRESENT EMPLOYERS, TRADE OR PROFESSIONAL ORGANIZATIONS, AND ORGANIZED LABOR.

TO FULFILL ITS DUTIES, THE BOARD MUST MEET AT LEAST FOUR TIMES A YEAR.

THE STATE COUNCIL ON VOCATIONAL EDUCATION ADVISES THE STATE BOARD ON THE STATE PLAN AND REPORTS TO THE GOVERNOR, THE BUSINESS COMMUNITY, AND THE GENERAL PUBLIC CONCERNING:

- POLICIES THE STATE SHOULD PURSUE TO STRENGTHEN VOCATIONAL EDUCATION (PARTICULARLY PROGRAMS FOR THE HANDICAPPED), AND

- INITIATIVES AND METHODS THE PRIVATE SECTOR COULD UNDERTAKE TO MODERNIZE VOCATIONAL EDUCATION PROGRAMS.

THE STATE COUNCIL IS RESPONSIBLE FOR ANALYZING AND REPORTING ON THE DISTRIBUTION OF SPENDING FOR VOCATIONAL EDUCATION AND THE AVAILABILITY OF VOCATIONAL EDUCATION ACTIVITIES AND SERVICES IN THE STATE. IN CONSULTATION WITH THE STATE BOARD, THE COUNCIL MUST FURNISH EVALUATION CRITERIA FOR VOCATIONAL EDUCATION PROGRAMS. THE STATE COUNCIL MAKES RECOMMENDATIONS TO

THE BOARD REGARDING THE CONCERNS OF BUSINESS AND LABOR ORGANIZATIONS AND THE PARTICIPATION OF LOCAL EMPLOYERS AND LABOR ORGANIZATIONS IN PROVIDING VOCATIONAL EDUCATION.

THE COUNCIL ALSO REPORTS ON THE EXTENT TO WHICH INDIVIDUALS IN THE TARGET POPULATIONS ARE PROVIDED EQUAL ACCESS TO QUALITY VOCATIONAL EDUCATION PROGRAMS.

AT LEAST ONCE EVERY TWO YEARS, THE COUNCIL MUST EVALUATE THE COORDINATION OF THE VOCATIONAL EDUCATION PROGRAM DELIVERY SYSTEMS UNDER THIS ACT AND THE JOB TRAINING PARTNERSHIP ACT, AND MAKE RECOMMENDATIONS AND REPORTS ON THEIR FINDINGS.

THE STATE COUNCIL IS COMPRISED OF THIRTEEN MEMBERS:

5 FROM BUSINESS, INDUSTRY AND AGRICULTURE

2 REPRESENTING LABOR ORGANIZATIONS (A CHAIRPERSON MUST BE ELECTED FROM AMONG THESE 7 MEMBERS)

6 REPRESENTING SECONDARY AND POSTSECONDARY VOCATIONAL INSTITUTIONS, CAREER GUIDANCE AND COUNSELING ORGANIZATIONS, AND THOSE WITH KNOWLEDGE OF THE NEEDS OF SPECIAL POPULATIONS.

THE STATE COUNCIL IS ESTABLISHED 90 DAYS PRIOR TO THE PLANNING PERIOD FOR THE STATE PLAN. IT MUST HAVE AT LEAST ONE PUBLIC MEETING A YEAR. EACH STATE COUNCIL WILL RECEIVE AT LEAST $120,000 A YEAR, BUT NOT MORE THAN $225,000.

IN THE STATE PLAN, THE STATE BOARD MUST PROVIDE FOR A SEX EQUITY COORDINATOR. THE STATE MUST SPEND AT LEAST $60,000 EACH FISCAL YEAR TO CARRY OUT THE PROVISIONS OF THE LAW REGARDING SEX EQUITY. THE STATE MUST EMPLOY AT LEAST ONE FULL-TIME PERSON.

TO COVER THE FIVE YEARS OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT, THE STATE WILL DEVELOP TWO STATE PLANS:

- ONE FOR THE FIRST 3 YEARS, AND

- ONE FOR THE LAST 2 YEARS.

DURING THE COURSE OF THE FIVE YEARS, THE STATE BOARD WILL SUBMIT ANY ANNUAL REVISIONS IT DETERMINES ARE NECESSARY.

IN DEVELOPING THE STATE PLAN, THE STATE BOARD WILL MEET WITH THE STATE COUNCIL AND CONDUCT PUBLIC HEARINGS FOR ALL INTERESTED GROUPS TO PRESENT THEIR VIEWS AND MAKE RECOMMENDATIONS.

THE STATE PLAN MUST BE SUBMITTED TO THE STATE COUNCIL, THE STATE LEGISLATURE AND THE STATE JOB TRAINING COORDINATING COUNCIL FOR REVIEW AND COMMENTS AT LEAST 60 DAYS BEFORE IT IS SUBMITTED TO THE U.S. SECRETARY OF

EDUCATION, THAT IS, BY MARCH 1. DURING THE PLANNING PERIOD, THE SECRETARY WILL PROVIDE TECHNICAL ASSISTANCE. THE STATE PLANS ARE DUE TO THE SECRETARY BY MAY 1 AND FUNDS WILL BE AWARDED BEGINNING JULY 1.

THE STATE PLAN WILL TAKE INTO CONSIDERATION THE CURRENT AND PROJECTED OCCUPATIONAL NEEDS AND DEMANDS FOR GENERAL SKILLS IN THE STATE. THE NEEDS OF STUDENTS AND ADULTS WILL BE EXAMINED TO DETERMINE HOW TO IMPROVE SKILL LEVELS IN LIGHT OF THE STATE'S OCCUPATIONAL AND SKILL REQUIREMENTS. THE BOARD WILL ASSESS THE SPECIAL NEEDS OF TARGET GROUPS FOR ACCESS TO PROGRAMS AND SERVICES IN TERMS OF LABOR MARKET NEEDS.

A STATE PLAN WILL NOT BE DISAPPROVED WITHOUT REASONABLE NOTICE AND AN OPPORTUNITY FOR A HEARING.

OTHER PROVISIONS OF THE ACT INCLUDE:

<u>TITLE II - BASIC STATE GRANTS FOR VOCATIONAL EDUCATION:</u>

PART A - VOCATIONAL EDUCATION OPPORTUNITIES
SECTION 201 (1) (1)

VOCATIONAL EDUCATION SERVICES AND ACTIVITIES DESCRIBED IN SUBSECTION (B) SHALL, TO THE EXTENT PRACTICABLE, INCLUDE WORK-SITE PROGRAMS SUCH AS COOPERATIVE VOCATIONAL EDUCATION, WORK-STUDY, AND APPRENTICESHIP PROGRAMS.

<u>PART B - VOCATIONAL EDUCATIONAL PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION</u>

SECTION 251 (A) (1)

THE IMPROVEMENT OF VOCATIONAL EDUCATION PROGRAMS WITHIN THE STATE DESIGNED TO IMPROVE THE QUALITY OF VOCATIONAL EDUCATION, INCLUDING HIGH-TECHNOLOGY PROGRAMS INVOLVING AN INDUSTRY-EDUCATION PARTNERSHIP AS DESCRIBED IN PART D OF TITLE III, APPRENTICESHIP TRAINING PROGRAMS, AND THE PROVISION OF TECHNICAL ASSISTANCE.

SECTION 251 (A) (12)

THE ASSIGNMENT OF PERSONNEL TO WORK WITH EMPLOYERS AND ELIGIBLE RECIPIENTS IN A REGION TO COORDINATE EFFORTS TO ENSURE THAT VOCATIONAL PROGRAMS ARE RESPONSIVE TO THE LABOR MARKET AND SUPPORTIVE OF APPRENTICESHIP TRAINING PROGRAMS.

<u>PART D - COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAMS:</u>

SECTION 322 (B) (3)

PROJECTS WHICH PROVIDE OPPORTUNITIES FOR COUNSELORS TO OBTAIN FIRST-HAND EXPERIENCE IN BUSINESS AND INDUSTRY, AND PROJECTS WHICH PROVIDE OPPORTUNITIES TO ACQUAINT STUDENTS WITH BUSINESS, INDUSTRY, THE LABOR MARKET, AND TRAINING OPPORTUNITIES (INCLUDING SECONDARY EDUCATIONAL PROGRAMS THAT HAVE AT LEAST ONE CHARACTERISTIC OF AN APPRENTICESHIP AGENCY IN ACCORDANCE WITH THE ACT OF AUGUST 16, 1937, KNOWN AS THE NATIONAL APPRENTICESHIP ACT, IN CONCERT WITH LOCAL BUSINESS, INDUSTRY, LABOR, AND

OTHER APPROPRIATE APPRENTICESHIP TRAINING ENTITIES, DESIGNED TO PREPARE PARTICIPANTS FOR AN APPRENTICEABLE OCCUPATION OR PROVIDE INFORMATION CONCERNING APPRENTICEABLE OCCUPATIONS AND THEIR PREREQUISITES).

TITLE IV - NATIONAL PROGRAMS

PART B - DEMONSTRATION PROGRAMS (WHICH WE WILL IDENTIFY)

SUBPART 1 - COOPERATIVE DEMONSTRATION EDUCATION PROGRAMS
SECTION 411 (A) (2) (A) INCLUDE EXAMPLES OF SUCCESSFUL COOPERATION BETWEEN THE PRIVATE SECTOR AND PUBLIC AGENCIES IN VOCATIONAL EDUCATION, INVOLVING EMPLOYERS OR CONSORTIA OF EMPLOYERS OR LABOR ORGANIZATIONS AND BUILDING TRADE COUNCILS, AND STATE BOARDS OR ELIGIBLE RECIPIENTS DESIGNED TO DEMONSTRATE WAYS IN WHICH VOCATIONAL EDUCATION AND THE PRIVATE SECTOR OF THE ECONOMY CAN WORK TOGETHER EFFECTIVELY TO ASSIST VOCATIONAL EDUCATION STUDENTS TO ATTAIN THE ADVANCED LEVEL OF SKILLS NEEDED TO MAKE THE TRANSITION FROM SCHOOL TO PRODUCTIVE EMPLOYMENT, INCLUDING WORK EXPERIENCE AND APPRENTICESHIP PROGRAMS.

THOUGH THE PERKINS ACT RENEWS THE COMMITMENT TO QUALITY VOCATIONAL EDUCATION, WE MUST BE AWARE OF THE RECENT STUDIES THAT HAVE HAD AN IMPACT ON WHAT WE ARE DOING. THE NATIONAL COMMISSION ON EXCELLENCE ISSUED "A NATION AT RISK" IN MAY 1983. THE COMMISSION RECOMMENDED THAT ALL HIGH SCHOOL STUDENTS TAKE FOUR YEARS OF MATH, SCIENCE, AND ENGLISH, THREE YEARS OF SOCIAL STUDIES, AND ONE HALF YEAR OF COMPUTER SCIENCE.

STUDIES HAVE DOCUMENTED THE FACT THAT LARGE NUMBERS OF YOUNG PEOPLE GRADUATE FROM HIGH SCHOOL LACKING THE BASIC EDUCATIONAL SKILLS THAT ARE ESSENTIAL TO SUCCESSFUL PARTICIPATION IN THE WORK FORCE. SURVEYS OF EMPLOYERS INDICATE WIDE DISSATISFACTION WITH THE EDUCATIONAL QUALITY OF HIGH SCHOOL GRADUATES.

THE NATIONAL ACADEMY OF SCIENCES, BEGINNING IN 1981, ASSEMBLED A DISTINGUISHED GROUP OF SCHOLARS AND LEADERS IN BUSINESS, INDUSTRY, LABOR, AND EDUCATION AS A STUDY COMMITTEE. IN SEPTEMBER 1983, THEY CULMINATED THEIR WORK WITH THE REPORT, EDUCATION FOR TOMORROW'S JOBS, AT THE END OF WHICH THEY CONCLUDED:

"WE WOULD LIKE TO SEE VOCATIONAL EDUCATION BECOME AN EQUAL PARTNER WITH COLLEGE-PREPARATORY EDUCATION IN THE EDUCATION SYSTEM AS A WHOLE. THE MOST EFFECTIVE VOCATIONAL PROGRAMS ARE DESERVING OF THAT RESPECT NOW, AND WE WOULD LIKE TO SEE ALL PROGRAMS RAISED TO THAT LEVEL OF QUALITY AND ESTEEM " (NATIONAL ACADEMY PRESS 1983).

PRESIDENT REAGAN GAVE US HIS PERSONAL COMMITMENT TO THAT END WHEN HE SAID TO THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA (VICA) LEADERSHIP CONFERENCE ON JUNE 29, 1983:

"AND EACH GENERATION MUST REALIZE THAT TO ACHIEVE AMERICA'S POTENTIAL, WE NEED ALL OUR PEOPLE WITH ALL THEIR TALENTS WORKING TOGETHER. AND THAT'S WHY OUR DRIVE FOR EXCELLENCE IN EDUCATION MUST REACH EVERY STUDENT IN EVERY SCHOOL IN EVERY SUBJECT. WE SHOULD SEE THAT ALL OUR YOUNG PEOPLE GET A GOOD GROUNDING IN ENGLISH AND LITERATURE, HISTORY, MATH, SCIENCE AND THE

OTHER BASICS. BUT WE MUST ALSO RECOGNIZE THAT OUR VOCATIONAL CLASSROOMS ARE JUST AS IMPORTANT AS ANY OTHER. AND WE SHOULD INSIST THAT THE VOCATIONAL COURSES WE TEACH PREPARE THIS GENERATION WITH THE SKILLS THEY NEED FOR REAL JOBS."

FINALLY, THE REPORT OF THE PANEL ON SECONDARY SCHOOL EDUCATION FOR THE CHANGING WORKPLACE (HIGH SCHOOL AND THE CHANGING WORKPLACE, NATIONAL ACADEMY PRESS, WASHINGTON; D.C. 1984) CONCENTRATES ON THE NEEDS OF HIGH SCHOOL GRADUATES ENTERING THE LABOR FORCE AND REFLECTS EMPLOYERS' VIEWS OF WHAT THESE GRADUATES WILL NEED IN ORDER TO PERFORM EFFECTIVELY ON JOBS IN THE FUTURE.

THERE IS NO QUESTION THAT WE HAVE TO DEAL WITH THE PROBLEM OF THE 23 - 26 MILLION FUNCTIONAL ILLITERATES IN THIS COUNTRY, AND WE MUST MAKE SURE THAT OUR STUDENTS MASTER THE CORE COMPETENCIES:

- COMMAND OF THE ENGLISH LANGUAGE,

- REASONING AND PROBLEM SOLVING,

- READING,

- WRITING,

- COMPUTATION,

- SCIENCE AND TECHNOLOGY,

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- ORAL COMMUNICATION,

- INTERPERSONAL RELATIONSHIPS,

- SOCIAL AND ECONOMIC STUDIES, AND

- PERSONAL WORK HABITS AND ATTITUDES.

THROUGH VOCATIONAL EDUCATION AND APPRENTICESHIP TRAINING, WE CAN ENSURE THOSE ENTERING WORK AND THOSE BEING RETRAINED WILL MEET THESE CRITERIA FOR PRODUCTIVE CAREERS.

THERE ARE A NUMBER OF SUCCESSFUL COOPERATIVE EFFORTS BETWEEN THE PUBLIC AND PRIVATE SECTORS THAT COULD BE SHARED. I AM SURE THAT YOUR ASSOCIATION COULD GIVE A NUMBER OF EXAMPLES. WE WANT TO PUBLICLY SUPPORT THESE OUTSTANDING EXAMPLES, AND PROMOTE THE EXPANSION OF SUCH ACTIVITIES. THE OPPORTUNITIES THE NEW LEGISLATION CREATES FOR YOUR INDUSTRY CAN ONLY BE MEASURED BY OUR CREATIVE WISDOM AND DEMONSTRATED ABILITY TO:

- PROMOTE EXISTING LINKAGES,

- EXPAND SUCCESSFUL LINKAGES, AND

- FORGE NEW COOPERATIVE ALLIANCES BETWEEN YOUR INDUSTRY AND VOCATIONAL EDUCATION.

AS I HAVE ALREADY SUGGESTED, THE APPRENTICESHIP PROVISIONS OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OFFER SOME IMPORTANT LINKAGE OPPORTUNITIES WITH YOUR INDUSTRY. OUR ABILITY TO BE CREATIVE AND WORK TOGETHER WILL CERTAINLY ENHANCE AND EXPAND THESE OPPORTUNITIES.

THERE ARE APPROXIMATELY THIRTEEN STATUTORY PROVISIONS ON THE TOPIC OF APPRENTICESHIP, WITH SPECIFIC LANGUAGE ENCOURAGING LINKAGES AND COOPERATION BETWEEN THE PUBLIC AND PRIVATE SECTORS.

THIS LEGISLATION SUPPORTS AN EVEN STRONGER ALLIANCE AMONG VOCATIONAL EDUCATION, APPRENTICESHIP, AND PRIVATE INDUSTRY THAN THE ONE THAT EXISTED IN THE PRIOR LEGISLATION.

SPECIFIC KEY CITATIONS IN THE ACT THAT OFFER MEANINGFUL OPPORTUNITIES FOR THE HOME BUILDING INDUSTRY INCLUDE

SECTION 522.5 (B) (1) (C) (1)

INSTITUTIONAL AND WORKSITE PROGRAMS, INCLUDING APPRENTICESHIP TRAINING PROGRAMS (OR COMBINATIONS OF SUCH PROGRAMS), ESPECIALLY TAILORED TO THE NEEDS OF AN INDUSTRY OR GROUP OF INDUSTRIES FOR SKILLED WORKERS, TECHNICIANS, OR MANAGERS, OR TO ASSIST THEIR EXISTING WORK FORCE TO ADJUST TO CHANGES IN TECHNOLOGY OR WORK REQUIREMENTS.

SECTION 522 (B) (1) (D)

BUILDING MORE EFFECTIVE LINKAGES BETWEEN VOCATIONAL EDUCATION PROGRAMS AND PRIVATE SECTOR EMPLOYERS (THROUGH A VARIETY OF PROGRAMS INCLUDING PROGRAMS WHERE SECONDARY SCHOOL STUDENTS ARE EMPLOYED ON A PART-TIME BASIS AS REGISTERED APPRENTICES WITH TRANSITION TO FULL-TIME APPRENTICESHIPS UPON GRADUATION), AND BETWEEN ELIGIBLE RECIPIENTS OF ASSISTANCE UNDER THIS ACT AND ECONOMIC DEVELOPMENT AGENCIES AND OTHER PUBLIC AND PRIVATE AGENCIES PROVIDING JOB TRAINING AND EMPLOYMENT SERVICES, IN ORDER TO MORE EFFECTIVELY REACH OUT TO AND SERVE INDIVIDUALS DESCRIBED IN SUBPARAGRAPH (A).

SECTION 522 (B) (1) (J)

RELATED INSTRUCTION FOR APPRENTICES IN APPRENTICESHIP TRAINING PROGRAMS. WE NEED TO MAKE BETTER USE OF OUR RELATED INSTRUCTIONAL MATERIALS, ENCOURAGE JOINT DEVELOPMENT OF CURRICULUM MATERIALS, AND DEVELOP A BETTER SYSTEM OF SHARING WHAT WE CURRENTLY HAVE IN THE AREAS OF TRAINING AND RETRAINING.
YOUR INDUSTRY REPRESENTS A VAST JOB BASE FOR GRADUATES FROM OUR VOCATIONAL EDUCATION CONSTRUCTION TRAINING PROGRAMS. THIS LEGISLATION CERTAINLY PROMOTES PUBLIC AND PRIVATE SECTOR INVOLVEMENT.

WE WILL MAKE EVERY EFFORT TO SEE TO IT THAT THE PROVISIONS OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT ARE CARRIED OUT.

AGAIN, LET ME REAFFIRM OUR COMMITMENT TO A STRONG PARTNERSHIP !!! TOGETHER WE MUST EMBRACE THE CONCEPT OF PARTNERSHIP BETWEEN VOCATIONAL EDUCATION AND YOUR INDUSTRY, WITH THE EMPHASIS ON JOBS AND GAINFUL EMPLOYMENT. WE MUST MEET THE CHALLENGE OF INCREASING THE SKILLS AND PRODUCTIVITY OF VOCATIONAL EDUCATION GRADUATES ENTERING YOUR INDUSTRY.

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